DOCUMENT RESUME

ED 058 174 SP 005 507

AUTHOR Hadfield, Donald L.
TITLE The Anatomy of Prejudice: Attitudes and Behavior. An Approach to In-Service Education for Teachers.
INSTITUTION Minnesota State Dept. of Education, St. Paul. Equal Educational Opportunities Section.
PUB DATE Jan 71
NOTE 23p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Human Relations; *Inservice Teacher Education; *Intergroup Education; *Social Discrimination; *Teacher Education Curriculum

ABSTRACT

This model inservice program is designed for teachers who wish to expand their skills and knowledge about the phenomenon of prejudice and its effects upon people. The objectives are 1) to give teachers information about prejudice and discrimination 2) to assist in the development of positive attitudes toward human differences 3) to encourage democratic behavior across group lines and 4) to effect behavior that is productive. The vocabulary of human relations is defined and a suggested format for the four sessions provided. Material for four simulations is included, together with questions for consideration. There is also a 17-item bibliography, a list of organizations and agencies furnishing human relations materials, a list of films on prejudice and discrimination, and a list of audiovisual resources. (MBM)

ED 058174

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE ANATOMY OF PREJUDICE:
ATTITUDES AND BEHAVIOR

An Approach To In-Service Education For Teachers

Prepared By

Donald L. Hadfield

Equal Educational Opportunities Section
State Department of Education
St. Paul, Minnesota 55101

SP 005 051

PREFACE

The staff of the Equal Educational Opportunities Section is in the process of developing several model, in-service programs to aid local school districts in their efforts to provide equal educational opportunity for all children. Some models are designed to help teachers who wish to expand their skills and knowledges about the phenomenon of prejudice.

The Anatomy of Prejudice: Attitudes and Behavior is here presented as a proposal for administrators in Minnesota. This draft may be modified or expanded to include new ideas and suggestions for in-service training within a district. The EEO staff welcomes your invitation for consultation and planning.

Director, EEO Section

THE ANATOMY OF PREJUDICE: ATTITUDES AND BEHAVIOR

Introduction

The following in-service activities are designed for teachers who wish to expand their skills and knowledges about the phenomenon of prejudice and its effects upon people. It should be helpful in the alteration of certain behaviors and attitudes toward minority groups.

Objectives

1. To give teachers information about prejudice and discrimination.
2. To assist in the development of positive attitudes toward human differences.
3. To encourage democratic behavior across group lines.
4. To effect behavior that is productive.

Vocabulary

The vocabulary of human relations contains many words which are erroneously used interchangeably. It is important, if we are to communicate effectively, to know rather precisely the meanings of the following words.

attitude - An effective evaluative reaction to a social object. It is a drive producing response which gives rise to overt behavior.

behavior - The manner in which one reacts or functions.

belief - Conviction of the truth of some statement or reality of a fact, especially when well grounded.

bias - An inclination of temperament or outlook; especially prejudice; bent, tendency.

bigot - One obstinately or intolerantly devoted to his own church, party, race, belief, opinion.

caste - A division of society based upon difference of wealth, inherited rank or privilege. A system of rigid social stratification characterized by hereditary status and social barriers sanctioned by custom, laws, or religion.

class - A group sharing the same economic or social status; social rank; expecially high social rank.

desegregation - The freeing of any law, provision, or practice requiring isolation of a particular race in separate units; the physical act mixing the races; the abolition of racial imbalance: basically an administrative or mechanical process.

discrimination - The act or practice of discriminating categorically rather than individually; an unfair or injurious distinction; showing favoritism; and act based on a stereotype.

ghetto - The quarter of a city in which minority and/or low income group members live because of social, legal or economic pressure.

integration - Incorporation as equals into a society or organization of individuals of different groups (as races); the process of unlearning prejudices in a non-segregated setting or environment.

prejudice - An irrational attitude of hostility directed against an individual, a group, a race or their supposed characteristics; an attitude based on a stereotype.

scapegoating - A phenomenon wherein some of the aggressive energies of a person or a group are focused upon another individual, group, or object; the amount of aggression or blame being either partly or wholly unwarranted.

stereotype - A standardized mental picture held in common by members of a group and representing an oversimplified opinion, affective attitude, or uncritical judgement (as of a person, race, an issue, or an event).

SUGGESTED FORMAT

First Session

Objectives for this first session:

1. See ourselves as others see us (to confirm the positives of our style).
2. To understand what we can do to improve the effectiveness of our style.
3. To help meet the needs of other people.

1:00 - 1:15	Overview of the program
1:15 - 1:45	In pairs (diads) the participants are asked to share in one of the following areas: a. The thing that I like about myself is... b. The teacher I liked best was a person who... c. The best measure of personal success is... d. People think of me as ...
1:45 - 2:15	Presentation: "Intra-Personal Understanding and Inter-Personal Relationships" Consultant
2:15 - 2:30	Break
2:30 - 3:00	In fours (quads) the participants are asked to discuss the meaning of the presentation to them.
3:00 - 3:30	Participants will write a statement describing their self as a good friend would speak of them. These may or may not be shared in small groups at the beginning of the next session.

Second Session

9:00 - 9:25	Film - "Conformity and the Crutch," narrated by Thomas Pettigrew, Professor of Sociology, Harvard University"
9:25 - 10:15	Small Group Discussion
10:15 - 10:30	Break
10:30 - 10:45	Role Playing Incident--A Group of Participants
10:45 - 11:45	Small Groups 1. Incident response sheets 2. Discussion of the role playing incident
11:45 - 1:30	Lunch

Third Session

1:30 - 2:00	"Prejudice and Its Effects" - Resource Person
2:00 - 2:15	Large Group Interaction
2:15 - 3:30	Small Groups
3:30 -	Adjourn

Fourth Session

9:00 - 11:30	Simulation Games - To be done in small groups with large group interaction 1. "A Letter from a Parent" 2. "The Mural"
11:30 -	Adjourn

METROPOLITAN CITY SCHOOL DISTRICT

(Simulation)

A black educator, John Nole, has been appointed Director of Research in the Metropolitan City School District. No black person has previously held such a high position in that system. Naturally there is a good deal of interest and curiosity about the appointment. There is a good deal of talk among employees of the Central Office about Mr. Nole's personality, training, experience and the wisdom of the appointment.

Our simulation involves such a conversation between three persons in the central administration. The three characters in the conversation are Fred Lilly, Bob Pool, and Tom Waters.

Fred and Bob are engaged in conversation over coffee. Both have the usual curiosity concerning the appointment of John Nole, but neither of the two seem opposed to it. Fred points out that it is probably well that a black person has been appointed to a responsible position on the central administrative staff since the system has a substantial number of black people. Bob comments that Mr. Nole seems a "decent sort of fellow and seems to know what he's doing."

After some conversation between Fred and Bob, they are joined by Tom. At this point a new tone is injected into the conversation. Tom is adamantly opposed to the appointment and hints at "pressures" to appoint a black regradless of his qualifications. He points out that Nole's undergraduate work was done at some all-Negro college, Fisk, he thinks, and implies that black institutions are inherently inferior.

At this point Fred and Bob alter their previous positions and begin to agree with Tom. Tom goes on to point out that Mr. Nole did not distinquish himself in graduate school and he questions whether or not Nole knows anything about research. Fred and Bob agree that there is no evidence that he does.

Bob makes the point that the black push for civil rights has caused much unrest and that the country is "worse off" as a result of it. Fred and Tom agree with the point.

Tom makes the point that there are certain areas in which black people cannot be expected to excel and that research is one of them. Fred and Bob agree with him.

It is now time to return to work. The conversation ends with the consensus that the appointment of Mr. Nole was a mistake.

QUESTIONS CONCERNING THE SIMULATION:

1. Are you able to identify one or more of the participants who might be a "crutch type" bigot?

2. Which of the characters is likely to be a "conformity" bigot?

3. Can you isolate examples of:

   a. prejudice
   b. stereotyping
   c. scapegoating

4. Why do you suppose the "conformity" bigot behaves as he does?

5. If the theory of the "conformity" bigot is correct, what are the implications for society?

VALLEY VIEW SCHOOL SYSTEM

Valley View is a consolidated school district in the central part of the state. It has approximately 2400 students in grades 1-12. Approximately 1800 of these students belong to the majority race and about 600 or 25 percent are somewhat equally divided between Black, Indian American, and Mexican-American. The school district has been desegregated since 1962 when a predominantly Black district, Dunbar, was annexed to Valley View. All of the Black staff members in the annexed district were offered jobs in the Valley View system, though all did not accept. The superintendent at Dunbar, for example, did not accept a position in the Valley View system. The high school principal became a visiting counselor.

The superintendent, Marion Goodfellow, is happy in his job. His school, when compared with others in the area, is an excellent one. His teachers are relatively well paid, the student body appears happy, and the school enjoys good community support. The problems with which Mr. Goodfellow deals are the day to day problems which plague all superintendents.

A LETTER FROM A PARENT

It is Wednesday morning and Mr. Goodfellow has just arrived in his office after stopping by the senior high school to talk with the principal about a personnel matter. His secretary brings him the morning mail. The following letter is on top of the stack.

Mr. Marion Goodfellow
Superintendent
Valley View School District
Valley View, Minnesota

Dear Mr. Goodfellow:

For some time I have been concerned about the mixed social activities at Valley View High School. It has long been my belief that when impressionable youngsters are thrown together at social functions, they are likely to establish relationships which are not desirable.

I have been informed that at a school dance last week, two mixed couples were observed dancing together. This behavior cannot be tolerated. Steps should be taken immediately to correct this situation.

The junior-senior prom is coming up at the end of this month. If you cannot guarantee that blacks and whites will not dance together, I demand that you cancel the prom. I am prepared to take whatever steps are necessary in accomplishing this objective.

Sincerely,

John R. Smith

RESPONSE SHEET--A LETTER FROM A PARENT

1. What is the problem?

2. Of what race is the letter writer likely to be?

3. Given just the information you have, is the writer likely to be a crutch type or conformity type?

4. What are Mr. Goodfellow's alternatives?

5. What would you do?

THE MURAL

A mural has hung for many years in the foyer of Valley View High School. The painting was there long before the school became desegregated. It depicts persons belonging to several ethnic groups engaged in various kinds of work. Blacks are shown working in a cotton field.

This morning Superintendent Goodfellow received a call from Harold James, the high school principal, informing the superintendent that he has been visited by a delegation of Black students demanding that the mural be removed on the grounds that it is offensive to Blacks. The principal and the superintendent are both aware that the white community regards the painting as a tradition and a work of art.

RESPONSE SHEET--THE MURAL

1. What is the problem?

2. Is there a basis for the black students' objection to the mural?

3. What are the possible reasons for their objection?

4. Should the mural continue to hang in a desegregated school?

5. What alternatives do the school administrators have?

6. What would you do?

THE PARTY

At the beginning of school Monday morning a student hands Marion Smith, a junior high social studies teacher, the following note:

Dear Teacher:

I am planning a party for my son this coming Thursday and want to invite all the white children in your class. Is it all right if John brings written invitations to give to the children tomorrow? I will not be at home until late this evening and cannot be reached by telephone. Please send your reply in a note with John.

Thank you very much.

Sincerely,

Mrs. Jones

RESPONSE SHEET--THE PARTY

1. What is the problem?

2. Is there anything wrong with Mrs. Jones' request?

3. How is this likely to affect relationships among the class?

4. What would you do?

Bibliography

Allport, Gordon W. A.B.C.'s of Scapegoating. New York: Anti-Defamation League of B'nai B'rith, 1966.

Allport, Gordon W. "Prejudice and the Individual," The American Negro Reference Book. (ed.) John P. David. New Jersey: Prentice-Hall, 1966.

Alpenfeld, Ethel J. Sense and Nonsense About Race. New York: Friendship Press, 1957.

Anti-Defamation League. Resource Unit on Prejudice and Discrimination. Outline, activities, AV materials for 1-12. New York: Anti-Defamation League.

Goodman, Mary E. A Primer for Parents. New York: Anti-Defamation League.

Goodman, Mary E. Race Awareness in Young Children. New York: Collier Books, 1964. Available from ADL.

Heilbroner, Robert. "Don't Let Stereotypes Warp Your Judgment," Think, (June, 1961), reprint.

Marx, Gary. Protest and Prejudice. New York: Harper and Row. 352 pp. Available from ADL.

Montagu, Ashley. What We Know About Race. New York: Anti-Defamation League of B'nai B'rith, 1958.

Noar, Gertrude. Information Is Not Enough. New York: Anti-Defamation League of B'nai B'rith, 1967.

Pettigrew, Thomas. "Prejudice and the Situation," The American Negro Reference Book. (ed.) John P. David. New Jersey: Prentice-Hall, 1966.

Raab, Earl and Lipset, Seymour. "Prejudice and Society," Minority Problems. (ed.) Arnold M. Rose and Caroline B. Rose. New York: Harper and Row, 1965.

Rose, Peter I. They and We. Random House. 190 pp. Available from ADL.

Stevenson, Ian. "People Aren't Born Prejudiced," Parents' Magazine, (February, 1960), reprint.

UNESCO. Race and Prejudice. New York: The UNESCO Courier, (April, 1965), pp. 1-8.

Van Til, William. Prejudiced - How Do People Get That Way? Teacher guide. 32 pp. Anti-Defamation League.

Also refer to: Minority Groups Bibliography (10/68 Division of Instruction XXXVIII-B-360) State Department of Education

ORGANIZATIONS AND AGENCIES FURNISHING HUMAN RELATIONS MATERIALS

You may write for catalogues that list available publications, reports and audio-visual materials.

National Education Association
Center for Human Relations
1201-16th Street, N.W.
Washington, D. C. 20036

Afro-American Publishing Co., Inc.
765 East Oakwood Boulevard
Chicago, Illinois 60653

American Civil Liberties Union
156-5th Avenue
New York, New York 10010
(Publishes and annual report on civil rights activities plus other material on a national and local level)

American Council on Education
1785 Massachusetts Avenue, N.W.
Washington, D. C. 20006

American Friends Service Committee
160 North 15th Street
Philadelphia, Pennsylvania 19102

American Indian Historical Society
1451 Masonic Avenue
San Francisco, California 94117

American Jewish Committee
165 East 56th Street
New York, New York 10022

*Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

Ass'n for Study of Negro Life & History
1538-9th Street, N.W.
Washington, D. C. 20022
(Negro History Week kit available)

Catholic Interracial Council of New York
233 Broadway
New York, New York

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Common Council for American Unity
20 West 40th Street
New York, New York 10018

Council for American Unity
70-5th Avenue
New York, New York 10011

Ferkauf Graduate School of Education
Yeshiva University
55th-5th Avenue
New York, New York 10003

Folkways/Scholastic Records
50 West 44th Street
New York, New York 10036

Harvard University Press
79 Garden Street
Cambridge, Massachusetts 02138

Integrated Education
343 South Dearborn Street
Chicago, Illinois 60604

League of United Latin American Citizens
2218 South Birch Street
Santa Ana, California 92707

McGraw-Hill Publications
100 Northfield Street
Greenwich, Connecticut 06830

Mexican-American Study Project
Division of Research
Graduate School of Business Administration
University of California
405 Hilgard
Los Angeles, California 90024

*National Ass'n for the Advancement of Colored People (NAACP)
1790 Broadway
New York, New York 10019

National Catholic Welfare Conference
1312 Massachusetts Avenue, N.W.
Washington, D. C. 20005

National Conference of Christians and Jews
43 West 57th Street
New York, New York 10019

*National Council of Churches
475 Riverside Drive
New York, New York 10027

*National Urban League
55 East 52nd Street
New York, New York 10017

Oceana Publications, Inc.
Dobbs Ferry
New York, New York 10522

Philadelphia Fellowship Commission
Community Services Department
260 South 15th Street
Philadelphia, Pa. 19102

Public Affairs Committee, Inc.
381 Park Avenue South
New York, New York 10016

Science Research Associates, Inc.
Customer Service Department
259 East Erie Street
Chicago, Illinois 60611

Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Southwest Cooperative Educational Lab
117 Richmond Street, N.E.
Albuquerque, New Mexico 87106

U.S. Commission on Civil Rights
801-19th Street, N.W.
Washington, D.C. 20402

United Steelworkers of America
Committee on Civil Rights
1500 Commonwealth Building
Pittsburgh, Pa. 15222

Equal Educational Opportunities Section
Minnesota State Department of Education
St. Paul, Minnesota 55101

Minnesota Education Association
41 Sherburne Avenue
St. Paul, Minnesota 55101

Minnesota Federation of Teachers
2147 University Avenue
St. Paul, Minnesota 55101

State Department of Human Rights
Room 60
State Office Building
St. Paul, Minnesota 55101

*Have state or regional offices in Minneapolis

FILM LISTING

(Prejudice and Discrimination)

An American Girl. 29½ min/b&w. The story of an American teenager who is mistakenly believed to be Jewish by her friends and neighbors. The particular incident based on an actual event revolves around anti-semitism, but the story is basically concerned with irrational prejudice. ML; ADL.

Black History, Lost, Stolen, or Strayed. 40 min/b&w/2 reels. Bill Cosby narrates a guided tour through a history of attitudes - both black and white - and their accumulated effect on black Americans. EEO; ADL; UM.

Black and White: Uptight. 35 min/color. Robert Culp narrates. There are no easy ways to solve the problems caused by prejudice, but examples are given of areas in which government, business, and black and white people are working together to wipe out the hatred and misunderstanding between the races. This film acquaints the viewer with the subtle and sometimes unconscious manifestations of prejudice as well as the more obvious. BFA.

Boundary Lines. 11½ min/color. Explores various imaginary boundary lines that divide people from each other and shows that such lines have no true basis in reality. Dramatic use of color cartoon, art and music. Discussion guide. ADL; UM30S0612 ($3.25) NCCJ; MS.

Brotherhood of Man. 10½ min/color. Animated cartoon on the scientific facts of how people are essentially alike. UM2S0613 ($3.25) NCCJ, ADL, ML, SL, SPCHR.

Can We Immunize Against Prejudice? 6½ min/b&w. Narrated by Eddie Albert. Three sets of parents use different methods to prevent prejudice in their children. When racial and religious bias develops nevertheless, the film asks where the parents have failed. The film provides an "open end" or "stop the projector" technique, at which point audience discussions can take place. ADL; NCCJ.

Cast The First Stone. 42 min/b&w. ABC documentary with commentary by John Daly. Interview with Americans whose lives have been affected by prejudice and discrimination. ADL.

Epitaph For Jim Crow. 30 min. each/b&w. Thomas Pettigrew narrates these films which can be used as a series or independently. They focus on the history of the black American. ADL.

14th Generation Americans. The history of the Negro American and contributions by Negroes to all aspects of American life.

Face To Face. The problems of bringing diverse groups together and the value of various kinds of contact in actually bettering inter-group relations.

A Tale Of Two Ladies. A review of the history of Negro protest against racial discrimination.

The Newest New Negro. The meaning and value of the newest forms of direct-action protest against segregation are discussed with Whitney Young, former Director of the National Urban League.

Conformity And The Crutch. Differences between pathological bigotry and bigotry arising out of social conformity are discussed in the light of recent sociological research.

Eye Of The Storm. 25 min/color. ABC News documentary narrated by Bill Buetel showing a third grade teacher in all-white Riceville, Iowa inducing prejudice and discrimination into her own classroom as a special two day course. ABC ($30.00) EEO.

Felicia. 12½ min/b&w. Shows the corrosive effects of prejudice. Felicia, a junior in high school, lives with her mother, an older brother and younger sister in Watts. Felicia is black and has a goal - education, and she wants to help make Watts a good place in which to live. ADL.

The High Wall. 30 min/b&w. Case study of a young bigot. Describes how he became "infected" and how his home life fostered the development of prejudice. Shows that prejudice is a contagious disease which spreads from adult to child. UM8EO200 ($6.75) ML; SL; ADL.

I Wonder Why. 5 min/b&w. A unique and poetic approach to a black child's feelings about prejudice, based on a photographic book of the same title. The film delivers a power message against prejudice. ($7.50) MCG.

Intergroup Relations Photographic Collection. Twenty 20 X 16 photographs of people from all races engaged in many patterns of activity. Good for discussing similarities and differences among people or for examination of tendencies to prejudge or stereotype people on the basis of their appearance or group affiliation. LFC ($25.00).

No Hiding Place: Minority Life In The Suburbs. 58 min/b&w. A documentary which probes the racial tensions in a suburban town. A minority of black and white residents who "dare to trust each other" seek to establish meaningful communication. ADL; MCG ($7.50).

Picture In Your Mind. 16 min/color. Sequel to "Boundary Lines." Narrated by Walter Abel. Imaginative cartoon which shows tribal roots of prejudice and asks each individual to re-examine his conscience to see if his mental picture of the man "across the river" is realistic or distorted. Um4S0629 ($6.65) ADL.

The Toymaker. 15 min/color. Two hand puppets, one striped and one spotted, are friends until they discover they are "different." The toymaker helps them understand that he gave them different markings simply to tell them apart. UM5LO539 ($4.75) NCCJ, MS, ML, ADL.

The Victims. 50 min/b&w. Dr. Benjamin Spock diagnoses the causes of prejudice in children. He finds it a crippling disease, for carrier as well as recipient. A moving film showing young people at play, in school, and frat houses as the victims. ADL.

What About Prejudice? 12 min/b&w. Deals with the prejudices against minority groups harbored by a student's classmates. Indicates that a great deal of prejudice is passed on to children by their parents. UM2S0638 ($2.00).

Where Is Prejudice? 60 min/b&w/2 reels. College students of different backgrounds discuss their own prejudices, fears and feelings. They spend considerable time together examining their feelings and discussing them with others, they find they have many prejudices. MS.

AUDIO VISUAL RESOURCES

ABC — ABC Merchandising, Inc.
1330 Avenue of the Americas
New York, New York 10019

ADL — Anti-Defamation League of B'nai B'rith
303 Gorham Building
127 North 7th Street
Minneapolis, Minnesota 55403
612/336-0304

BFA — Bailey-Film Associates
11559 Santa Monica Boulevard
Los Angeles, California 90025

EEO — Equal Educational Opportunities Section
Division of Planning and Development
State Department of Education
St. Paul, Minnesota 55101

LFC — Lincoln Filene Center
Tufts University
Medford, Massachusetts 02155

ML — Minneapolis Public Library
Visual Aids Department
300 Nicollet Avenue
Minneapolis, Minnesota 55401
612/372-6558

MS — Minneapolis Public Schools
807 Northeast Broadway
Minneapolis, Minnesota 55413
612/337-4284

NCCJ — National Conference of Christians and Jews
520 National Building
Minneapolis, Minnesota 55402
612/336-5365

SPCHR — St. Paul Council of Human Relations
65 East Kellogg Boulevard
St. Paul, Minnesota 55101
612/224-3383

SL — St. Paul Public Library
90 West 4th Street
St. Paul, Minnesota 55116
612/699-3327

Um — University of Minnesota
Department of Audio Visual Extension
2037 University Avenue, Southeast
Minneapolis, Minnesota 55455
612/373-3810